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**Amendment**

LCO No. 5021

**\*HB0542205021HD0\***

Offered by:

REP. GENGA, 10<sup>th</sup> Dist.

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To: Subst. House Bill No. 5422

File No. 373

Cal. No. 206

**"AN ACT CONCERNING MINOR REVISIONS TO THE EDUCATION  
STATUTES."**

1 After the last section, add the following and renumber sections and  
2 internal references accordingly:

3 "Sec. 501. Subdivision (1) of subsection (h) of section 10-145b of the  
4 2010 supplement to the general statutes is repealed and the following  
5 is substituted in lieu thereof (*Effective July 1, 2010*):

6 (h) (1) Unless otherwise provided in regulations adopted under  
7 section 10-145d, in not less than three years or more than eight years  
8 after the issuance of a provisional educator certificate pursuant to  
9 subsection (e) of this section and upon the statement of the  
10 superintendent, or the superintendent's designee, in whose school  
11 district such certificate holder was employed, or the supervisory agent  
12 of a nonpublic school approved by the State Board of Education, in  
13 whose school such certificate holder was employed, that the

14 provisional educator certificate holder and such superintendent, or  
15 such superintendent's designee, or supervisory agent have mutually  
16 determined or approved an individual program pursuant to  
17 subdivision (2) of subsection (g) of this section and upon the statement  
18 of such superintendent, or such superintendent's designee, or  
19 supervisory agent that such certificate holder has a record of  
20 competency in the discharge of such certificate holder's duties during  
21 such provisional period, the state board upon receipt of a proper  
22 application shall issue such certificate holder a professional educator  
23 certificate. A signed recommendation from the superintendent of  
24 schools, or the superintendent's designee, for the local or regional  
25 board of education or from the supervisory agent of a nonpublic  
26 school approved by the State Board of Education shall be evidence of  
27 competency. Such recommendation shall state that the person who  
28 holds or has held a provisional educator certificate has successfully  
29 completed at least three school years of satisfactory teaching for one or  
30 more local or regional boards of education or such nonpublic schools.  
31 Each applicant for a certificate pursuant to this subsection shall  
32 provide to the Department of Education, in such manner and form as  
33 prescribed by the commissioner, evidence that the applicant has  
34 successfully completed coursework pursuant to subsection (g) of this  
35 section, as appropriate. [Notwithstanding the provisions of this  
36 subsection, on and after July 1, 2012, experience teaching in a  
37 nonpublic school shall not be accepted for purposes of issuing a  
38 professional educator certificate, but may be accepted to renew the  
39 provisional educator certificate.]

40 Sec. 502. Section 10-145a of the 2010 supplement to the general  
41 statutes is repealed and the following is substituted in lieu thereof  
42 (*Effective July 1, 2010*):

43 (a) The State Board of Education may, in accordance with section 10-  
44 19 and such regulations and qualifications as it prescribes, issue  
45 certificates of qualification to teach, to administer, to supervise or to  
46 serve in other positions requiring certification pursuant to regulations  
47 adopted by the State Board of Education in any public school in the

48 state and may revoke the same. Any such regulations shall provide  
49 that the qualifications to maintain any administrator, supervisor or  
50 special service certificate shall incorporate the continuing education  
51 provisions of subsection (i) of section 10-145b. The certificates of  
52 qualification issued under this section shall be accepted by boards of  
53 education in lieu of any other certificate, provided additional  
54 qualifications may be required by a board of education, in which case  
55 the state certificate shall be accepted for such subjects as it includes.

56 (b) Any candidate in a program of teacher preparation leading to  
57 professional certification shall be encouraged to successfully complete  
58 an intergroup relations component of such a program which shall be  
59 developed with the participation of both sexes, and persons of various  
60 ethnic, cultural and economic backgrounds. Such intergroup relations  
61 program shall have the following objectives: (1) The imparting of an  
62 appreciation of the contributions to American civilization of the  
63 various ethnic, cultural and economic groups composing American  
64 society and an understanding of the life styles of such groups; (2) the  
65 counteracting of biases, discrimination and prejudices; and (3) the  
66 assurance of respect for human diversity and personal rights. The State  
67 Board of Education, the Board of Governors of Higher Education, the  
68 Commission on Human Rights and Opportunities and the Permanent  
69 Commission on the Status of Women shall establish a joint committee  
70 composed of members of the four agencies, which shall develop and  
71 implement such programs in intergroup relations.

72 (c) Any candidate in a program of teacher preparation leading to  
73 professional certification shall be encouraged to complete a (1) health  
74 component of such a program, which includes, but need not be limited  
75 to, human growth and development, nutrition, first aid, disease  
76 prevention and community and consumer health, and (2) mental  
77 health component of such a program, which includes, but need not be  
78 limited to, youth suicide, child abuse and alcohol and drug abuse.

79 (d) Any candidate in a program of teacher preparation leading to  
80 professional certification shall be encouraged to complete a school

81 violence, bullying and suicide prevention and conflict resolution  
82 component of such a program.

83 (e) On and after July 1, 1998, any candidate in a program of teacher  
84 preparation leading to professional certification shall complete a  
85 computer and other information technology skills component of such  
86 program, as applied to student learning and classroom instruction,  
87 communications and data management.

88 (f) On and after July 1, 2006, any program of teacher preparation  
89 leading to professional certification shall include, as part of the  
90 curriculum, instruction in literacy skills and processes that reflects  
91 current research and best practices in the field of literacy training. Such  
92 instruction shall be incorporated into requirements of student major  
93 and concentration.

94 (g) On and after July 1, 2006, any program of teacher preparation  
95 leading to professional certification shall include, as part of the  
96 curriculum, instruction in the concepts of second language learning  
97 and second language acquisition and processes that reflects current  
98 research and best practices in the field of second language learning and  
99 second language acquisition. Such instruction shall be incorporated  
100 into requirements of student major and concentration.

101 (h) On and after July 1, 2010, any program of teacher preparation  
102 leading to professional certification may permit teaching experience in  
103 a nonpublic school, approved by the State Board of Education, and  
104 offered through a public or private institution of higher education to  
105 count towards the preparation and eligibility requirements for an  
106 initial educator certificate, provided such teaching experience is  
107 completed as part of a cooperating teacher program, in accordance  
108 with the provisions of subsection (d) of section 10-220a, as amended by  
109 this act.

110 [(h)] (i) On and after July 1, 2012, any candidate entering a program  
111 of teacher preparation leading to professional certification shall be  
112 required to complete training in competency areas contained in the

113 professional teaching standards established by the State Board of  
114 Education, including, but not limited to, development and  
115 characteristics of learners, evidence-based and standards-based  
116 instruction, evidence-based classroom and behavior management, and  
117 assessment and professional behaviors and responsibilities.

118 Sec. 503. Section 10-220a of the 2010 supplement to the general  
119 statutes is repealed and the following is substituted in lieu thereof  
120 (*Effective July 1, 2010*):

121 (a) Each local or regional board of education shall provide an in-  
122 service training program for its teachers, administrators and pupil  
123 personnel who hold the initial educator, provisional educator or  
124 professional educator certificate. Such program shall provide such  
125 teachers, administrators and pupil personnel with information on (1)  
126 the nature and the relationship of drugs, as defined in subdivision (17)  
127 of section 21a-240, and alcohol to health and personality development,  
128 and procedures for discouraging their abuse, (2) health and mental  
129 health risk reduction education which includes, but need not be  
130 limited to, the prevention of risk-taking behavior by children and the  
131 relationship of such behavior to substance abuse, pregnancy, sexually  
132 transmitted diseases, including HIV-infection and AIDS, as defined in  
133 section 19a-581, violence, child abuse and youth suicide, (3) the growth  
134 and development of exceptional children, including handicapped and  
135 gifted and talented children and children who may require special  
136 education, including, but not limited to, children with attention-deficit  
137 hyperactivity disorder or learning disabilities, and methods for  
138 identifying, planning for and working effectively with special needs  
139 children in a regular classroom, (4) school violence prevention, conflict  
140 resolution and prevention of bullying, as defined in subsection (a) of  
141 section 10-222d, except that those boards of education that implement  
142 an evidence-based model approach, consistent with subsection (d) of  
143 section 10-145a, subsection (a) of section 10-220a, sections 10-222d, 10-  
144 222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3  
145 of public act 08-160, shall not be required to provide in-service training  
146 on prevention of bullying, (5) cardiopulmonary resuscitation and other

147 emergency life saving procedures, (6) computer and other information  
148 technology as applied to student learning and classroom instruction,  
149 communications and data management, (7) the teaching of the  
150 language arts, reading and reading readiness for teachers in grades  
151 kindergarten to three, inclusive, including, but not limited to,  
152 scientifically-based reading research models, as described by the No  
153 Child Left Behind Act, P.L. 107-110, and (8) second language  
154 acquisition in districts required to provide a program of bilingual  
155 education pursuant to section 10-17f. The State Board of Education,  
156 within available appropriations and utilizing available materials, shall  
157 assist and encourage local and regional boards of education to include:  
158 (A) Holocaust education and awareness; (B) the historical events  
159 surrounding the Great Famine in Ireland; (C) African-American  
160 history; (D) Puerto Rican history; (E) Native American history; (F)  
161 personal financial management; and (G) topics approved by the state  
162 board upon the request of local or regional boards of education as part  
163 of in-service training programs pursuant to this subsection.

164 (b) Not later than a date prescribed by the commissioner, each local  
165 and regional board of education shall establish a professional  
166 development committee consisting of certified employees, and such  
167 other school personnel as the board deems appropriate, including  
168 representatives of the exclusive bargaining representative for such  
169 employees chosen pursuant to subsection (b) of section 10-153. The  
170 duties of such committees shall include, but not be limited to, the  
171 development, evaluation and annual updating of a comprehensive  
172 local professional development plan for certified employees of the  
173 district. Such plan shall: (1) Be directly related to the educational goals  
174 prepared by the local or regional board of education pursuant to  
175 subsection (b) of section 10-220, (2) on and after July 1, 2011, be  
176 developed with full consideration of the priorities and needs related to  
177 student outcomes as determined by the State Board of Education, and  
178 (3) provide for the ongoing and systematic assessment and  
179 improvement of both teacher evaluation and professional  
180 development of the professional staff members of each such board,

181 including personnel management and evaluation training or  
182 experience for administrators, shall be related to regular and special  
183 student needs and may include provisions concerning career  
184 incentives and parent involvement. The State Board of Education shall  
185 develop guidelines to assist local and regional boards of education in  
186 determining the objectives of the plans and in coordinating staff  
187 development activities with student needs and school programs.

188 (c) The Department of Education, in cooperation with one or more  
189 regional educational service centers, is authorized to provide institutes  
190 annually for Connecticut educators. Such institutes shall serve as  
191 model programs of professional development and shall be taught by  
192 exemplary Connecticut teachers and administrators and by other  
193 qualified individuals as selected by the Department of Education. The  
194 Department of Education shall charge fees for attending such institutes  
195 provided such fees shall be based on the actual cost of such institutes.

196 (d) The Department of Education may fund, within available  
197 appropriations, in cooperation with one or more regional educational  
198 service centers: (1) A cooperating teacher program to train Connecticut  
199 public school teachers, [and] certified teachers at private special  
200 education facilities approved by the Commissioner of Education,  
201 certified teachers at nonpublic schools approved by the commissioner  
202 and certified teachers at other facilities designated by the  
203 commissioner, who participate in the supervision, training and  
204 evaluation of student teachers, provided such certified teachers at  
205 nonpublic schools pay for the cost of participation in such cooperating  
206 teacher program; and (2) institutes to provide continuing education for  
207 Connecticut public school educators and cooperating teachers,  
208 including institutes to provide continuing education for Connecticut  
209 public school educators offered in cooperation with the Connecticut  
210 Humanities Council. Funds available under this subsection shall be  
211 paid directly to school districts for the provision of substitute teachers  
212 when cooperating teachers are released from regular classroom  
213 responsibilities and for the provision of professional development  
214 activities for cooperating and student teachers, except that such funds

215 shall not be paid to nonpublic schools for such professional  
216 development activities. The cooperating teacher program shall operate  
217 in accordance with regulations adopted by the State Board of  
218 Education in accordance with chapter 54, except in cases of placement  
219 in other countries pursuant to written cooperative agreements between  
220 Connecticut institutions of higher education and institutions of higher  
221 education in other countries. A Connecticut institution may enter such  
222 an agreement only if the State Board of Education and Board of  
223 Governors of Higher Education have jointly approved the institution's  
224 teacher preparation program to enter into such agreements. Student  
225 teachers shall be placed with trained cooperating teachers.  
226 Cooperating teachers who are Connecticut public school teachers shall  
227 be selected by local and regional boards of education. Cooperating  
228 teachers at such private special education facilities, nonpublic schools  
229 and other designated facilities shall be selected by the authority  
230 responsible for the operation of such facilities. If a board of education  
231 is unable to identify a sufficient number of individuals to serve in such  
232 positions, the commissioner may select qualified persons who are not  
233 employed by the board of education to serve in such positions. Such  
234 regulations shall require primary consideration of teachers' classroom  
235 experience and recognized success as educators. The provisions of  
236 sections 10-153a to 10-153n, inclusive, shall not be applicable to the  
237 selection, placement and compensation of persons participating in the  
238 cooperating teacher program pursuant to the provisions of this section  
239 and to the hours and duties of such persons. The State Board of  
240 Education shall protect and save harmless, in accordance with the  
241 provisions of section 10-235, any cooperating teacher while serving in  
242 such capacity."